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ABSTRACT

A pilot writing program was tested on 15 Florida eleventh graders, who had been placed in basic level classes and who believed themselves to be poor writers. After interviews with teachers and students, three practicum objectives were developed: (1) after 12 weeks, 80% of the target group will score a minimum of 3 on short composition assignments; (2) after 12 weeks, 80% will include an acceptable formal sentence outline and thesis statement with their assignments; (3) at the end of 12 weeks, 100% will demonstrate a working knowledge of at least 3 organizational strategies for writing. The implementation plan was based on the belief that the same effective organizational skills practiced by business and institutional managers could be employed in the target group's writing program to convey the concept of effective organization skills. Generally, results indicated improvement in student writing scores. More specifically, 86% of students scored a 3 or higher on the week 11 writing assignment, indicating successful attainment of objective 1. With regard to the second objective, results showed that all 12 students had included at least an adequate and at best a masterful sentence outline. With regard to the third objective, all 12 students were able to identify at least 3 different organizational strategies. Additionally, the researcher's records of each student's organizational agreement revealed a specifically chosen organization strategy and effectively developed paper based on said strategy. (Contains 16 references and 12 appendixes containing pre- and posttest results, a formal outline paradigm, questionnaires and results, an organization agreement, and a checklist.) (TB)

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# IMPROVING EXPOSITORY WRITING THROUGH OBJECTIVE SETTING AND PERFORMANCE APPRAISAL: WRITING BY OBJECTIVES

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by
Sylvester J. Zarzana Jr.

A Final report submitted to the Faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Master of Science

The abstract of this report may be placed in the University database system for reference.

May 29, 1995

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Abstract

Improving Expository Writing Through Objective Setting and Performance Appraisal: Writing by Objectives.
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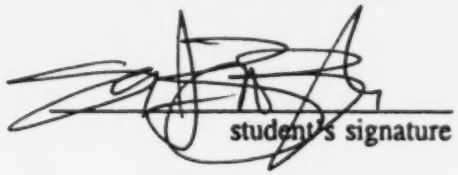
Descriptors: High School Writing/ Expository Writing/ Organization in Writing/ Eleventh Grade Writing/ Management by Objectives.

This program was developed and implemented to help improve the expository writing competency of basic level high school students in their junior year. The objectives for the program were for 80% of the students to score a minimum of 3 (out of 4) on expository writing assignments; 80% to include a formal sentence outline, including a thesis statement; and 100% to demonstrate a working knowledge and understanding of at least three organizational strategies. The target group was required to write four expository pieces after an immersion into a program that combined business world strategy, Management by Objectives, with collaborative writing; consistent, structured writing; peer editing; and holistic scoring rubrics. All the program objectives were met with the target group improving dramatically in all areas. Appendixes include pretest and post test results, a formal outline paradigm, questionnaires and results, an Organization Agreement, and researcher-made checklist.

## Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.



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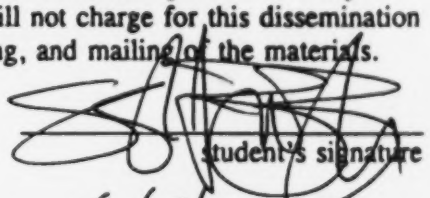

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Student's Name SYLVESTER J. ZARZANA Completion date MAY 29, 1995

Project Site LASALLE HIGH SCHOOL

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Comment on impact of the project (handwritten):

Project was on "managerment by objectives" Teacher worked with 15 students - meeting with the individuals to set goals for each assignment. Project proved to be successful as student individual needs were addressed while strengths progressed.

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# CHAPTER I

## Purpose

### Background

The practicum facility was located in an upscale suburban community in southeastern Florida. The community has been part of one of the fastest growing counties in America over the past five years. Because of its geographic location, the county has been receiving the majority of its population from Cuba, Central and South America, and Europe. Furthermore, the community's popularity in recent years has made it the target area for certain entertainment industries and celebrities. Although part of English speaking America, the community has boasted a strong Hispanic heritage, the most common and preferred language being Spanish--a mixture of various Spanish dialects.

A direct reflection of the community, the practicum setting, a Catholic high school which served a ninth through twelfth grade student population of 629, was comprised of over 91 percent Hispanics. According to the School's SACS Evaluation Report, of the students 63 percent were Cuban; 23 percent were Latin American; five percent were Spanish; two percent are Anglo; and one percent were Haitian. The majority of Cuban students were born in the community (second generation) while the majority of Latin Americans and Europeans were born in their native countries (first generation). The majority of students lived within a five mile radius of the school, but some students traveled from as far as 15 to 25 miles to attend the school. Class sizes varied from 15 to 40 students, and the average class size was 30 students.

The school's administration consisted of a director, a principal, a coordinator of youth ministry, an academic dean, a dean of students, and an athletic director. The remainder of the staff was made up of 26 classroom teachers, two guidance counselors, one librarian, five administrative assistants, and two custodians. It was noted that all administrators, saving the director, taught at least one class per day. Of the entire staff 64 percent were considered laity, those who are not clergy, and 36 percent were either Catholic priests, brothers, sisters, or Teresians. It was noted that with the exception of the dean of students and the athletic director, all administrators were members of the latter mentioned group. The education of the staff varied: one member held a doctoral degree; 39 percent held master's degrees; and 58 percent held bachelor's degrees. Furthermore, 30 percent of the staff was new to the school this year; 24 percent have been at the school for less than two years; and 15 percent have been at the school less than four years.

According to the School's SACS Evaluation Report, the English curriculum at the school strove to provide a program in which the student had the opportunity to grow in his or her intellectual, critical, aesthetic, cultural, and moral development. The program focused on those dimensions of language study, composition, and literature which aid in the maturation and enrichment of life, and communication experiences. Two textbooks, a grammar and writing and a literary anthology, and a vocabulary workbook were used for instruction at each grade level. Although the literary content changed yearly among mythological, world, American, and British literature, the grammar and writing text contained basically identical menu of grammar rules, writing techniques, short stories, and language trivia. Recognizing the needs of a bilingual community, the curriculum focused on

improving language mechanics and emphasizes reading. As a school, students' language development was tested through the Pre Scholastic Aptitude Test, Scholastic Aptitude Test, and Armed Services Vocational Aptitude Battery standardized tests.

The researcher was entering the third year of high school teaching experience. This experience included tenth and eleventh grade English instruction at basic, standard, and honors levels; twelfth grade drama, business math and accounting instruction; and basketball, soccer, and tennis coaching. In addition, the researcher held a Bachelor's Degree in Management and a Master's Degree in Marketing and had one year's business experience as a marketing coordinator for National Broadcasting Company, New York. Formally, as the eleventh grade English teacher, the researcher was responsible for instructing and assisting students in the perfection of grammar, usage, and mechanics skills; the improvement and development of a mature and useful vocabulary; and the appreciation and understanding of the American literary tradition and experience. Realistically, based on the level of the students and their individual needs, the researcher was responsible for identifying general problem areas and stressing practice, instruction, and, in many cases, re instruction as deemed necessary. As a member of a five-member English department, the researcher took pride in sending qualified, prepared, and confident students to twelfth grade English.

## Problem Statement

The target group consisted of 15 eleventh grade basic, lowest academic level, English students, 10 females and five males. The members of the target group varied in age from 15 to 17 years old. Throughout high school all members of the

target group had been placed in basic level classes and accepted their label as "underachievers." These students frequently missed days of school and spent a goodly amount of time in the guidance counselor's office concentrating on emotionally stressing situations.

As measured by a researcher-made rubric (Appendix A: p.38), students in the target group consistently scored 2, 1, and 0 on expository writing assignments; yet these students should have been scoring 3 and 4. The target group's grades for expository writing were expected to at least fall into an "adequate" writing category, 3, and at best an exemplary writing category, 4. Expository writing was defined as a learned organizational format for a short composition which includes a clear thesis statement and coherent outline.

For the purpose of establishing baseline data, the researcher consulted several sources. After careful deliberation and analysis of the problem, the researcher used the following strategies to compile a needs assessment: target group's eleventh grade expository writing assignment as scored by the researcher-made rubric (Appendix B: p.40), target group's tenth grade expository writing assignments as scored by the aforementioned rubric (Appendix C: p.42), questionnaire and round table discussion with other teachers of target group (Appendix D: p.44), and questionnaire and round table discussion with target group (Appendix E: p.46).

The results of scoring of the eleventh and tenth grade expository writing assignments showed the majority of students score below 2. Furthermore, the average score for the target group in the eleventh grade was 1.27; the score for the same group as tenth graders was 0.8. Finally, a combined eleventh and tenth grade expository writing grade average was 1.03, still far below the adequate writing level.

An evaluation of the target group's writing revealed the lack of organization skills: clear thesis statement, proper outline, organization strategy, coherence, and continuity.

A teacher questionnaire was given to 16 teachers: four English, four history, four science, and four religion. All teachers taught members of the target group or other members of the target group's population, basic level students. Furthermore, all participating teachers regularly assigned writing as a part of their curriculum and have had the opportunity to evaluate the aforementioned population of students. Generally, the results of the teacher questionnaire revealed the following: the majority of teachers felt their students' writing was poor and lacked organization (Appendix D: p.44) and indicated that, unless specifically asked for--usually by English teachers, the overwhelming majority of students failed to include an outline or thesis statement. Interestingly, the questionnaire revealed, save the English teachers, almost all teachers ignored grammar and organization as part of their grading criteria, preferring to grade students based on their "touching on" the main idea in their writing; yet these same teachers' response to the open ended question indicated their biggest complaint about student writing was lack of organization and grammar skills.

The open ended question was used as the generator for a brief round table discussion on student writing. The 15 minute discussion discovered the following generally agreed upon major grievances concerning student writing: students did not know how to write a proper research paper; students did not know how to write an adequate paragraph; because of the lack of organization, teachers had to read through student essays two and three times to pull out the main ideas, which were typically not properly developed. Other issues brought up were poor

grammar, punctuation, and spelling skills. The discussion resulted with the teachers' agreeing that organization of thoughts--outlines, topic sentences, thesis statements, introductions, and conclusions-- would be the logical beginning to helping students improve expository writing assignments.

The target group was given a similar questionnaire. The results of the questionnaire (Appendix E: p.46) will be summarized. Basically, the target group revealed a strong belief in their inability to write, professed a negative attitude toward writing, and indicated a majority decision to not use outlines or thesis statements even though about half of the group were familiar with thesis statements and outlines. It was noted that questions four and six indicated about one-third of the target group used outlines and thesis statements. Further questioning during the round table discussion discovered these students to include these organizational items only when specifically required by the English teacher.

The round table discussion with the target group supported and reinforced the results of the round table teacher discussion. Once again the open ended question began the discussion as students offered for consideration their biggest problems in writing. Among the responses were the following: "I don't know how to start, what to write"; "I don't know how to put my thoughts on the paper"; "I start talking about something and end up talking about something else"; "My teachers always expect me to know how to do it, but I don't; no one ever showed me how"; and "It always has to be a certain way, you know, an outline and thesis and bibliography, I can't see why they just don't let me write what I want." Other students cited common problems such as spelling and grammar, which seemed to indicate a very immature understanding or a misunderstanding of writing as a memorization exercise rather than a process in thinking and organizing. Ironically,

however, the discussion ended with the general consensus that the target group would like to learn how to write a formal paper because it was "something we might have to do in college."

Students at the facility rarely engaged in organized expository writing before the twelfth grade. Because of the aforementioned language barrier, a focus on "conversational" English speaking and writing was emphasized. Creative writing, not graded on organizational qualities, was the preferred type of writing because it was believed to be an easier and more natural transition from speaking to writing for students who had low English competencies. Furthermore, it was believed that these students could not be expected to write formal compositions until they had an understanding of grammar; consequently, because these students continually performed poorly on grammar skill drills and tests, they were condemned to repeat the same grammar materials at the expense of formal writing instruction.

Furthermore, in an attempt to motivate students to write and to make the class exciting, teachers opted for creative, narrative writing and neglected the formal composition. Reflecting on the high English teacher turnover (the same English department has not come back to the school consecutively in twelve years), there was rarely continuity nor logical progression from one year to the next. This fact coupled with new teacher inexperience added to the problem of a strong writing curriculum: it was much easier for first time teachers and new-to-the-school teachers to follow the exercises in the grammar textbook in an attempt to be organized and keep from being overwhelmed with grading responsibility. Furthermore, these teachers were expected to approach each class from a deficiency standpoint: find out where students' weaknesses were and focus on them. Not surprisingly, these students lacked grammar skills, the most basic skills,

which they never seemed to learn or remember and were therefore caught in a redundant cycle of drilled grammar exercises which excluded formal, expository writing.

Interestingly, as the teacher questionnaire and both round table discussions indicated, students were only being graded for organization, rhetoric, and grammar in English classes. Teachers of other subjects were avoiding grading the whole essay and are restricting their focus to some kind of "touching upon" of the main idea of the topic. The students were receiving the erroneous message that English essays and papers were the only ones which had to follow a standard writing format which was structurally organized, adequately developed, and grammatically correct. Hence, the students view of organized writing as a nuisance and an exercise in futility was reinforced.

Finally, perhaps partly as a result of the preceding reasons, students did not understand organization's value in writing. They viewed organization as an extra step, more for the teacher's benefit than for theirs and terribly unnecessary, designed to suppress their creativity and promote conformity. This attitude was not surprising when one considered the chaotic qualities of the major influences in high school students' lives: television commercials for music, video games, clothing, and food--a jumble of fast-paced images lacking a traditional organization structure. These typically unorganized barrages of colorful (creative?) incoherence was some way tacitly understood by teenagers. This lack of exposure to organization naturally influenced a negative attitude toward order in writing.

In summary, the target group lacked organization skills in writing. They consistently scored from 0 through 2 on a rubric measuring their expository writing. The target group should have scored 3s and 4s.

Outcome Objectives

Based on the problems discussed in the preceding chapter, the practicum project sought to meet the following objectives:

1. After 12 weeks 80 percent of the target group will score a minimum of 3 on short composition assignments as measured by the teacher made scoring rubric (Appendix A: p.38).
2. After 12 weeks 80 percent of the target group will include an acceptable formal sentence outline and a clear thesis statement as measured by researcher observations and records (Appendix I: p.54) and a teacher-made outline (Appendix F: p.48 ).
3. At the end of the 12-week-researcher-program, 100 percent of the target group will demonstrate a working knowledge and understanding of at least three organizational strategies as measured by researcher made questionnaire (Appendix G: p.50).

## CHAPTER II

### Research and Planned Solution Strategy

In order to develop a fresh perspective and a consortium of alternative ideas, the researcher attempted to obtain theory, suggestions, and research from various and diverse resources. Since the problem was one of an organizational nature, research and theory was taken from business journals as well as the traditional educational resources.

Data on the writing achievement of eleventh grade students on the National Assessment of Educational Progress (NAEP) indicated that these students tended to produce minimally developed and poorly organized work in terms of the tasks required by the NAEP (Office of Educational Research and improvement, 1993). Students were given a variety of writing assignments--a description of a summer job they would like and their qualifications for it; a position paper on whether or not bike lanes should be installed in their locality, including a refutation of the opposite point of view; and a report based on notes they were given about a haunted house. Only 18 percent of educators and 12 percent of employers thought that high school students had learned to write well.

The 1990 assessment also found that students had not written much and may not have had a realistic view of how well they wrote or an accurate idea of what constituted "good writing." Contributing to this misconception was believed to be teachers' low academic standards: a questionnaire revealed teachers giving mostly grades of A and B, while only 55 percent of students reported teachers making comments on organizational skills. The NAEP decided on the following:

schools need to provide students with frequent writing assignments; give students a wide variety of writing assignments; and provide students with examples of good writing and teach students how to approach good writing, especially in organization of thoughts, brainstorming, and revising.

The 1988 Manitoba Writing Assessment Test was administered to 177 eleventh grade English 200 and 201 students. The test consisted of two writing tasks and a short spelling test. The first writing task, Process Writing, required students to explain how something was done or organized. The second task, Essay Writing, required students to react to a newspaper article by writing a personal opinion piece. Both written products were evaluated on two types of scales: a General Impression Marking Scale (one score from one to six) and Analytic Marking Scales (nine scores), including organization and sequence and focus or theme. Thus, each student paper was assigned ten different scores for each written product. The results indicated nearly 50 percent of those tested scored 3 or below in the categories of organization and sequence and theme or focus (Manitoba Department of Education, 1988).

A study by John Biggs (1988) examined the viability of the deep-surface categorization with regard to essay-writing and the relation of different approaches to writing to the quality of written outcome. A "process x level" model of essay writing was used to classify the approach used by 24 student researchers, ranging from grade 11 to graduate school, who were interviewed about the way they were handling current assignments. The groups were distinguished: (1) deep (where focus was consistently high throughout planning and organizing, composing, and revising); (2) surface (where focus was consistently low); and (3) mixed (where focus varied). Completed essays were evaluated on grade, length, structure, and

mode. Results stated that researchers using a deep approach achieved higher grades overall, but some researchers using mixed received high grades through sheer length and wealth of detail. Also, deep-produced essays were genre-appropriate, while all surface produced were genre-inappropriate. Findings suggest that the deep approach was clearly associated with desired outcomes but that their were factors in the classroom ecology that encouraged a low focus and minimal process activity.

Louisiana teachers, educators, and curriculum specialists developed the Louisiana Educational Assessment Program (LEAP) guide (1989) in order to provide useful information and strategies for instruction in preparation for the LEAP Grade 11 Writing Test. The guide, which was the result of various experiments, tests, and research, advocates organization as of "crucial importance" in the writing process. According to the research, students approached writing assignments with a 'stream-of-consciousness' strategy, writing thoughts spontaneously and without a sense of organization. This brainstorming was an important part of the writing process; however, it should not have been the entire process. The researchers believed this raw material should have had a tentative organizational theme imposed on it. Throughout their study three generally accepted and commonly used organizational approaches for a written composition were decided upon: chronological, events described in the order they occur; general to specific, movement from general topic to specific examples; and compare and contrast, discuss the topic in terms of the similarities and differences. Furthermore, LEAP suggested when students approach a written assignment, they should be reminded to make a decision regarding organization before they begin writing their

first draft. Once an organizational approach has been selected, students can arrange and rearrange ideas and information generated during the prewriting phase.

LEAP researchers suggested another important aspect of organization was that a written communication should have a definite beginning (introduction), a middle (body), and an end (conclusion). In an essay, an introductory paragraph presents the topic (a thesis statement), the body (which can consist of several paragraphs) discusses the subject in more detail, and the conclusion reiterates the focus of the paper in a succinct way. According to the study guide, regarding organization, eleventh grade students should adopt these approaches for adequate performance in expository writing.

A study by Eileen Oliver (1989) examined three assignment variables--topic, purpose, and audience--to determine whether more or less information made a difference in the quality of writing that students produced. Eight variations of assignments were administered to students in the seventh, ninth, and eleventh grades and college freshman. Four readers trained in holistic scoring rated 128 essays in two separate sessions. Data were analyzed using a three-way factorial analysis of variance (ANOVA).

In general, results indicated that essays produced from assignments with more specific cues rated higher; audience cues had less influence on the writing quality. Eleventh grade researchers utilized rhetorical cues more than any other group. Eleventh grade students seemed to benefit from the interaction of more specific topics (which offered several suggestions) and specific purpose (which offered alternative ways in which to structure the essay). Eleventh graders who received more specific purpose and topic information tended to present and offer solutions in a highly structured manner. Pedagogical implications of these findings

suggested that specific writing prompts were more important for students at certain stages of development and thus should be implemented at various grades.

A Susan Turner longitudinal study of advanced senior high students' writing abilities (1989) indicated that, over a three year period, students exhibited significantly improved writing skills. Following a continuous program of writing enhancement, graduating seniors exited the system with reasonable or better than reasonable skills in essay organization, sentence formation, word usage, capitalization, and punctuation. The study involved the collection of pre-writing samples from a group of entering tenth grade students in the fall of 1984 and post-samples from the same students as they exited the twelfth grade in spring 1987. The writing samples were scored using a focused holistic scoring model so that students entry and exit scores could be compared in four specific domains overall. The most dramatic improvements were identified in the area of composing: essay planning, organizing, and development.

Research conducted by Helen Dale (1994) concluded that collaborative writing seemed to move students towards more thoughtful, sophisticated writing habits, most notably planning and organizing. Curious to find out what happened when students co-author, Dale, along with partner Beth, began by modeling the co-authoring process for Beth's ninth grade English students. Next, students were placed in groups of three in which they were to collaborate on three essays, each group having three class sessions to complete one essay. The students were audio-taped while in the process of co-authoring. Except for the final assignment, an argumentative essay, the students were given no specific instructions.

The study showed students to contribute where they had the most to offer and not only learned their own strengths but also modeled those strengths of others.

Although students learned about audience awareness and revising, the most promising discovery was the organization of ideas through continuous planning. Instead of writing the first thing that came to mind, the co-authors focused their attention to the whole writing process. Because students could not just start to write when co-authoring, they were forced to plan; students spent 25 percent of their time planning their writing. In fact, an interview conducted after the project revealed that students believed planning brainstorming was the best part of co-authoring. Furthermore, their planning was an ongoing concern; they planned while they were composing, which is a characteristic of expert researchers. The interactions and negotiations of collaborative writing at its best were often planning, composing, revising, and editing together. Writing together allowed students to work throughout the writing process in a social context in which they saw the variations possible in areas like brainstorming and organizing.

A paper by Diane Goetz (1991) contended that books that reminded children and adolescents that writing was fun and that they were researchers not only confirm the reading and writing connection, but also demonstrate that reading can be a springboard to writing. Goetz' paper included, for example, Vicki Cobb's Writing it Down, which is a story of the history and development of paper, books, and writing instruments. This book was used as a model, an introduction, to very basic research and expository writing. The results of her paper pointed out the merit of using literature as an effective model for student's writing and the effectiveness of literature as an impetus and teaching tool for writing instruction.

Research by Lois Anderson (1987) explained the success she's had with the process of holistic scoring and peer editing. After a several week period of introducing and using rubrics, students were given an expository writing assignment

which was graded on a six-point rubric. In order to standardize the students perception of holistic scoring, Anderson and the class orally rated one of last year's papers. After the students had written, revised and edited their expository papers, using the rubric, Anderson scored each piece, pointing out one or two elements of the paper which helped her to determine the rating. Students then respond to the evaluation by agreeing or disagreeing with the rating and giving a clear reason for their feelings. During the next session, students were separated into groups of four and asked to collectively score a paper based on the scoring rubric. Soon, each student in the group was individually rating a paper, recording the score, and passing it on to the next group member. Finally, a group score was printed at the top of the paper and returned to the owner. The results showed greater student involvement in the writing process, a better understanding of what is expected of researchers, and more careful consideration when planning and organizing papers.

Virginia Baldwin (1987) published an article explaining the Primary Trait Scoring (PTS) process. Developed by the National Assessment of Educational Progress, PTS was used to measure the presence of particular characteristics or elements of style; value content, yet consider correctness in assessment; create a sense of purpose and audience during prewriting; and provide a focus for peer interaction during sharing and revising. PTS is akin to holistic scoring because it is based on a rubric or set of criteria on which the paper will be evaluated, but the PTS focused on the most important characteristic, or critical attribute of a successful response to a given writing prompt. For example, in Baldwin's experimental assignment, "Pac Man or Kick the Can?", the primary scoring traits were thinking and organizational skills. Thus, students focused primarily on critically analyzing ideas and clearly presenting the paper because they were most

heavily graded on these areas of writing. The major goal of the PTS system was to describe strength and weakness of individual compositions so that students understood clearly what the characteristics of a successful response were and were able to write and revise with those characteristics in mind.

Helen Collins Sitler presented a counter opinion in her article (1993) which presented the findings of a survey of freshman college professors' preferred criteria for writing assignments. Sitler's survey included professors of English, theater, history, psychology, education, management, chemistry, sociology, biology, and music. Nearly all instructors agreed on the following certain key elements they expected for writing: analytical, argumentative papers; clearly organized pieces with a beginning, middle, and end, with the thesis statement at the beginning; carefully constructed supporting statements based on evidence from reading; objective pieces, separating out subjective content; final papers which have gone through at least one draft stage; papers strong in content; appropriate terminology for the discipline; and an array of research techniques and formal methods of documentation. Disappointed with her findings, Sitler offered her own proven effective alternative approaches to student writing.

Of Sitler's suggestions, one, exclusion of the imposition of strict form, suggested allowing students to write expository pieces with nontraditional modifications. For example, Sitler suggested allowing the expository piece to follow a narrative, first person format: "The best high school papers I ever received were narratives. Students invented a character as their speaker or wrote in the first person" (Sitler, 1993, p.23). Sitler recalled one student's paper in which the created character, Sir Geoffrey, wrote about the process of becoming a knight. According to Sitler, these papers were as researched and documented as any

traditional research paper; yet the students had the opportunity to be creatively immersed in a subject or character; the papers were exceptional. Sitler concluded that by letting students write, a lot, and letting them experiment with innovative methods of expression, they will enter college as confident researcher ready to accept the demands they face.

Business sector research revealed a classic Harvard Business Review article by Rodney Bradey (1973) which presented the organizational benefits of the Management by Objectives (MBO) management process. The study explained the Department of Health, Education, and Welfare's (HEW) implementation and successful utilization of MBO as a primary management tool. Before MBO, HEW had been unsuccessful in implementing and controlling policy and budget decisions. MBO was instituted in order to identify clear, measurable objectives, monitor progress toward objectives that had been agreed upon by both managers and policy makers, and effectively evaluate the results. Through a system of agreed upon, measurable objectives, consistent management maintenance of short term goals, and evaluations of long term progress, HEW successfully met budget policy goals.

In order to explain the concept of MBO, research was taken from Patrick Montana's Managing NonProfit Organizations (1988). Researchers were employed to discover the reasons behind lack of faculty research, writing, and publishing at a reputable eastern liberal arts college. The study revealed that although the president of the college stressed the importance of research, it was not used in the a criterion for promotion or salary decisions. These results indicated that the psychological contract, tacit understanding between a supervisor and subordinate, failed in securing effective communication of the company's goals and the employees

responsibilities. It is in situations like the aforementioned college that MBO is an effective alternative.

The research suggested five steps to successful implementation of MBO. First, a discussion between the supervisor and the subordinate took place. This discussion resulted in the creation of a job description outlining the employees responsibilities and accountability. Second, the subordinate developed, in accordance with the organizations objectives, a list of goals acceptable to the position of responsibility. Third, the subordinate submitted the goals to the supervisor for agreement. Fourth, the subordinate and the supervisor determined standards which were to be used in evaluating the subordinate's performance. Fifth, a review of the subordinate's results took place. "In sum, MBO may be described as a means of establishing measurements congruent with the functional unit's objectives and the individual's own expectations" (Montana, 1988, p.10).

Finally, the classic Harvard Business Review article, "Demand Better Results--and Get Them" (1974), offered a five step approach to organizing and helping subordinates realize their full potentials. According to the research, manager's invented many obstacles, excuses, for non maximum performance. Among these obstacles was convincing one's self that all that is possible has been done. For example, when asked if the company's desires, goals, have been made clear to subordinates, he replied (much like the teacher about the struggling English student), 'If they don't know the goals of this outfit are now, they don't belong in their job' (Schaffer 1974, p.92). Schaffer expressed that managers may set difficult goals and demand they be met but failed to create a sense of accountability in subordinates. To correct this problem, Shaffer suggested the following five step approach to getting maximum results. First, select a goal. The goal must be

specific and selected with the subordinate in mind. Second, specify the minimum expectations for results. Many vague goals should be narrowed to one or two specific, measurable goals. Third, communicate expectations clearly. The responsibility for setting and writing the goal, timetable, and constraints should be shared with the subordinate. Fourth, monitor the project, but delegate responsibility. Each subordinate should provide the supervisor with a written work plan of steps taken to accomplish the goal. Fifth, expand and extend the process. Once success is achieved, more goals for other projects should be established in an attempt to expand the process.

Solution Strategy

The researcher incorporated a number of the ideas from the research into a unique solution to the problem of lack of organization in eleventh grade expository writing. Because the target group was generally outer directed and unorganized, Oliver's (1989) idea of specific prompts was utilized to increase the structure of the target group's writing. Turner's (1989) idea of a consistent writing program which required various, consistent, and frequent writing assignments was also incorporated. Dale's (1994) success with organization, planning and prewriting, through co-authoring seemed an excellent fit with the target group as the researcher believed it capable of compelling them to organize thoughts before they wrote. The researcher offered the target group Sitler's (1993) modification of the expository, believing the first person approach effective in bridging the gap between creative, narrative and the expository form of writing

The solution strategy was primarily based on Montana (1988), Schaffer (1973), and Brady's (1973) MBO ideas. Incorporated into the business sector ideas were Anderson's (1987) holistic scoring and peer editing strategies, LEAP's (1989)

organization methods and Baldwin's (1987) primary trait scoring approach. The researcher believed a combination of these strategies provided a unique, engaging, and successful approach to organizing expository writing for the target group.

# CHAPTER III

## Method

The implementation plan was based on the belief that same effective organization skills practiced by business and institutional managers could be employed in the target group's writing program to convey the concept of and instill effective organizational skills. In addition, the researcher felt the planned business techniques offered an appealing alternative, gimmick, for a target group which traditionally held an apathetic view toward writing. The researcher hoped to develop in the target group an understanding of the essential elements of effective management and their relation to expository writing, instill and understanding and agreement of the qualities of effectively organized expository writing, transfer the accountability and develop a desire in the target group for clearly planned and organized writing, and provide an arena for consistent practice and expansion of the target group's expository writing skills.

First, the target group received instruction on the essential elements, procedures used in the practice of business management: planning, organizing, directing, and controlling. Through the use of lectures, notes, case studies and video tapes, the researcher presented the theory and demonstrated the effectiveness of management practices. Next, a connection between management theory and the writing process was established. The researcher demonstrated how management's planning, organizing, directing, and controlling were related, respectively, to the writing process' prewriting, outlining, drafting, and editing.

After the target group had internalized the methods of organization in management and connected them to the writing process, the researcher presented

the concept of MBO. Once again, through lectures, notes, and case studies, the target group was instructed in the concepts of organizational goals, individual objectives, and performance appraisals. A second parallel was made between MBO and the scoring rubric in conjunction with the researcher's own creation (based partly on LEAP's organizational suggestions), the Organization Agreement. The target group engaged in individual writing objective setting based on the primary trait of organization; consequently, if students met their organizational contract objectives, measured during the performance appraisal, they also met the organizational criteria in the scoring rubric. Incidentally, the target group, before engaging in any objective setting or organization contract, was familiarized with the scoring rubric with which they were required to comply. Through the researcher and the target group's collective appraisals based on the scoring rubric, various expository pieces were evaluated. This participation in evaluating increased the target group's understanding of the scoring rubric's criteria.

With their knowledge, understanding, and practice in organizational skills, the target group engaged in producing original expository pieces. At first, using a combination of Dale's co-authoring approach and Sitler's alternative approaches to expository writing in an attempt to facilitate an engaging experience, assigned groups of three wrote an expository piece as a narrative in either the first person or from the point of view of a created character. (Each group met with the researcher to form an Organizational Agreement.) Then, each member of individual groups of three evaluated papers of members from other individual groups. Each paper received a final grade based on each group member's evaluation. This peer editing, via Anderson, based on holistic scoring further reinforced the target group's working understanding of organization in the writing process.

Hereafter, the target group engaged in frequent practice, consisting of individual organizational agreements, peer editing, and performance appraisals. Each member of the target group produced three individual papers (each with a one week time limit), each using a different method of organization offered as part of the organization contract. All papers included a formal sentence outline, a clear, concise thesis statement, at least three body paragraphs, an appealing introduction, and summative conclusion. In addition, the researcher monitored individual students on a daily basis in regard their compliance with the set organizational contract.

The proposed strategy resulted in a better student understanding of the importance of thus participation in the organization of expository writing. By making a connection to the business world, "real world," providing specific, reasonable guidelines and objectives set in coordination with the students, monitoring student progress toward these set goals, and allowing students to participate in the process of evaluation, the researcher felt students gained an understanding of the organization step in the writing process at least; and optimally used organization as the catalyst for holistically improving expository writing assignments.

Week 1

The researcher presented management theory to the target group. First, the researcher lectured and the target group took notes on the four stages of management organization: planning, organizing, directing, and controlling. Next, the researcher showed the target group a video which presented the management organization in practice through the experiences of a major American entertainment company. Then, the researcher gave a lesson which demonstrated the parallel

between the management theory and the writing process. Finally, the researcher gave test covering management theory, the video, and the writing process.

Week 2

The researcher presented MBO theory to the target group. First, the researcher lectured and the target group took notes on MBO. Second, the researcher lead students in analysis of case studies in which MBO was implemented. Third, the target group participated in mock MBO activities based on the case studies in which students took turns role playing supervisor and subordinate, setting organizational goals, individual objectives, and engaging in performance appraisals. Fourth, the researcher presented and explain to the target group the organizational contract for expository writing.

Week 3

The researcher introduced, explained, and demonstrated the scoring rubric to be used in evaluating the target group. First, the researcher gave each member of the target group a copy of the scoring rubric and carefully explained the criteria, pointing out that the primary emphasis was to be placed on organization. Next, the researcher and the target group evaluated a series of papers (last year's students' papers and the researcher's papers), magazine articles, and videotaped speeches by prominent speakers in society. The evaluations were followed by a discussion of the reasons behind the target groups' decisions.

Week 4

The target group engaged in a collaborative writing assignment, created an organizational contract, and participated in the evaluation of finished papers. First, the researcher assigned members of the target group to groups of three. Next, after a prewriting exercise, each group met with the researcher and established an

Organization Agreement for their piece. Then, each group was given three days in which to complete the assignment, a five paragraph expository theme paper which was to be written from the first person point of view (the group's or a created character's view). Finally, groups exchanged papers, and each member evaluated three papers, using the scoring rubric. A group grade, based on each member's individual evaluation ,was established and given.

Week 5

Each group of three met with the researcher for a performance appraisal of week four's collaborative writing activity. First, each group of three was asked to respond to their peer evaluations by stating "I agree..." or "I disagree..." Next, the researcher and the group evaluated the group's performance based on the predetermined Organization Agreement.

Week 6

The target group began the series of individual expository writing assignments. First, the target group engaged in prewriting activities. Then, the researcher met with each member of the target group to develop individual organization contracts. (Target group members were reminded they were to choose a different organizational strategy for each of the three papers they wrote.) Next, the target group was given four days in which to complete the assignment, during which time the researcher monitored performance objectives outlined in the Organization Agreement.

Week 7

Peer editing and performance appraisal took place. First, members of the target group exchanged papers and were required to evaluate four group member's papers per day. Once again the scoring rubric was used as the evaluation process.

During this time, the researcher met with individual members of the target group for performance appraisals based on the Organization Agreement.

Week 8

The target group engaged in the second expository writing activity. First, the target group engaged in prewriting activities. Then, the researcher met with each member of the target group to develop individual Organization Agreements. (Target group members were reminded they were to choose a different organizational strategy for each of the three papers they wrote.) Next, the target group was given four days in which to complete the assignment, during which time the researcher monitored performance objectives outlined in the Organization Agreement.

Week 9

Peer editing and performance appraisal took place. First, members of the target group exchanged papers and were required to evaluate four group member's papers per day. Once again the scoring rubric was used as the evaluation process. During this time, the researcher met with individual members of the target group for performance appraisals based on the Organization Agreement.

Week 10

The target group engaged in the third and final expository writing activity. First, the target group engaged in prewriting activities. Then, the researcher met with each member of the target group to develop individual organization agreements. (Target group members were reminded they were to choose a different organizational strategy for each of the three papers they wrote.) Next, the target group was given four days in which to complete the assignment, during which time

the researcher monitored performance objectives outlined in the Organization Agreement.

Week 11

Peer editing and performance appraisal took place. First, members of the target group exchanged papers and were required to evaluate four group member's papers per day. Once again the scoring rubric was used as the evaluation process. During this time, the researcher met with individual members of the target group for performance appraisals based on the Organization Agreement.

Week 12

Target group evaluation will took place. First, the target group was given the post program questionnaire designed to determine the effects, if any, the program had on their writing and approach to writing, particularly organization's purpose in writing. Next, the researcher examined performance appraisal records and scoring rubrics to determine the organization evident in the target groups writing during the program: the inclusion of a sentence outline, a clear thesis statement, and a definite organization strategy.

# CHAPTER IV

## Results

Scoring Rubric (Objective 1)

In order to consistently evaluate the target group's writing throughout the practicum, the researcher developed a holistic scoring rubric as the standard. The rubric consisted of five scores: 4, superior; 3, adequate; 2, fair; 1, poor; and 0, unacceptable (Appendix B: p.40). At each scoring level the target group's papers were evaluated on the following elements: a formal sentence outline, a clear, concise thesis statement, a clearly stated or implied organization strategy, coherence, unity, focus, effective transition, supporting details and development of ideas, word choice and vocabulary, grammar, mechanics, and spelling. Based on the researcher's professional judgment of the inclusion and effectiveness of the aforementioned criteria, the target group received holistic scores of 4 through 0. In short, the researcher used the same scoring rubric for the pretest and the post test during week 12 (Appendix A: p.38).

Generally, the results indicated an improvement in student writing scores (Appendix J: p. 56). More specifically, 86 percent of students scored a 3 or higher on the week 11 writing assignment, indicating successful attainment of objective 1. Of the fifteen students, seven scored 3, six scored 4, and two scored 2, a cumulative score of 49. When compared to the cumulative pretest scores, an overall improvement of 30 cumulative was recorded. Furthermore, research showed no student scored below a 2 as compared to the pretest in which nine students scored a 1 or 0.

Outline (Objective 2)

Objective 2 hoped to realize the inclusion of a formal sentence outline, including a thesis statement, in each of the target group's writing assignments. The modified outline required a title, thesis statement, introduction, at least three primary points (main headings), two secondary points (subheadings) for each primary point, supporting points for each subheading (when necessary), and a conclusion. Furthermore, all points in the outline excepting the title were to be complete sentences. The formal sentence outline was a major influence on the structure and organization of the target group's writing assignments. The target group's organization deficiency in pretesting procedures generated inclusion of sentence outlining in the project; the formal sentence outline was a primary focus of both the 12-week program and the scoring rubric (Appendix F: p.48).

The results of the program showed by week twelve all students had included at least an adequate and at best a masterful sentence outline. In addition, a clear and basic, if not in all cases well thought out and specific, thesis statement was evident in the entire groups' week 11 writing assignment. As the 12 week program checklist (Appendix K: p. 58) demonstrates, most students quickly grasped and from the first assignment were able to use the outlining process. However, a small number of students did not. Nevertheless, by week 9, the third writing assignment, all students demonstrated proficiency in forming sentence outlines, including an understandable thesis statement.

It was noted that on the whole the students seemed to have an easier time with creating the outline than with the forming of the thesis statement. Also, three students preferred to outline after they had completed their first drafts. A brief meeting with these students revealed their collective preference to allow ideas to

flow and then fit their outline to their first drafts. They continued to adjust the outline as they edited and wrote final copies of their assignments.

Post Program Questionnaire (Objective 3)

Objective 3 was designed to measure increases in the target group's understanding of organizational strategies and appreciation for the writing process. Through the same seven questions asked in the pre program target group questionnaire (Appendix E: p.46), the researcher sought 80 percent improved answer levels for questions 3, 4 ,5, and 6 as evidence of a better understanding of organization in the writing process. Furthermore, a new question, 8 (Appendix H: p.52), measured students understanding of organizational strategies. Results of methods utilized were evaluated, in addition, by using the organizational agreement.

First, the results of the post program questionnaire (Appendix L: p. 60) indicated that 100 percent of students assessed there writing ability fair or better. Of this number 80 percent feel their writing ability good or better, and 13 percent felt their writing ability excellent. Second, 80 percent of the students professed positive reactions to writing assignments while 13 percent had no reaction and 2 percent (one student) expressed a negative attitude toward writing assignments. Finally, 100 percent of students indicated knowledge of and inclusion of a thesis statement and formal outline in their writing assignments.

Furthermore, the results of question 7, the measure of objective 3, indicated that all students were able to identify at least three different organizational strategies. The strategies offered by the students were chronological, compare and contrast, spatial, persuasive, most important to least important, and general to specific. Additionally, the researcher's records of each students Organization

Agreement revealed a specifically chosen organizational strategy and effectively developed paper based on said strategy.

In conclusion, the results were favorable. The improvement of writing scores was an indication that students grasped the essential skills necessary for adequate expository writing. In particular, the target group learned the reasons for, the importance of, and the helpfulness of organization in writing. The formal outline and Organization Agreement provided a concrete standard and guideline by which students planned and measured their writing assignments. Most encouraging was the target group's resulting attitude, measured formally by question 9 of the post test questionnaire (Appendix E: P.46) and informally by researcher observation, which demonstrated a new comfort with writing assignments and a new confidence in their abilities to write well.

# CHAPTER V

## Recommendations

In order to make the researcher-plan for writing improvement at the practicum facility, the researcher plans to first present the findings of the practicum to the English department and administrators of the facility. Next, the researcher shall present the same material to the entire faculty as part of an all day teacher workshop in which the researcher will instruct and the faculty will practice using the organizational agreement and other techniques for writing improvement. Finally, the researcher shall attempt an article based on the research from the practicum in which the focus will be on the organizational agreement and its usefulness in the high school classroom.

The researcher feels that additional objectives may be tested using the same program. First, the Organization Agreement allows the student to focus on any problematic area of writing: grammar, spelling, transition, focus, topic sentences. Since the crux of the Organization Agreement its flexibility, personalized and joint planning, organizing, and controlling, teachers may use this program, with minor modifications depending on the area of emphasis, as a primary element of classroom writing workshops.

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# Appendixes

Appendix A: Researcher-Made Scoring Rubric

Appendix A: Researcher-Made Scoring Rubric

| Score | Criteria |
|---|---|
| 4 = Superior | a formal sentence outline<br>clear, concise thesis statement and topic sentences<br>clearly stated or implied organization strategy<br>coherence, unity, and focus<br>effective continuity (transition)<br>supporting details/development of ideas<br>effective word choice and use of mature vocabulary<br>correct grammar, mechanics, and spelling |
| 3 = Adequate | satisfactory outline<br>understandable thesis statement and topic sentences<br>recognizable organization strategy<br>adequate coherence, unity, and focus<br>mostly continuos<br>some supporting details and development<br>attempts to use mature vocabulary<br>mechanical problems not interfering with readability |
| 2 = Fair | improper outline<br>vague, unclear thesis statement<br>unclear or inconsistent organization strategy<br>attempts at/signs of coherence, unity, and focus<br>some/attempts at transition<br>partial development and detail<br>mechanical error affecting readability |
| 1 = Poor | no outline or thesis statement<br>no or confusing organization<br>short, choppy sentence structure<br>improper vocabulary<br>loss of focus, lack of unity<br>poorly developed ideas<br>many mechanical, grammatical, and spelling errors |
| 0 = Unacceptable | innapropriate form or topic<br>too many mechanical and structural errors<br>illegibile |

Appendix B: Target Group's Eleventh Grade Writing Scores

Appendix B: Target Group's Eleventh Grade Writing Scores

| Student | Score |
|---|---|
| A | 2 |
| B | 2 |
| C | 1 |
| D | 0 |
| E | 1 |
| F | 2 |
| G | 1 |
| H | 1 |
| I | 0 |
| J | 2 |
| K | 2 |
| L | 1 |
| M | 1 |
| N | 2 |
| O | 1 |

Appendix C: Target Group's Tenth Grade Writing Scores

Appendix C: Target Group's Tenth Grade Writing Scores

| Student | Score |
|---|---|
| A | 2 |
| B | 1 |
| C | 0 |
| D | 0 |
| E | 1 |
| F | 1 |
| G | 1 |
| H | 0 |
| I | 1 |
| J | 0 |
| K | 1 |
| L | 2 |
| M | 1 |
| N | 1 |
| O | 0 |

Appendix D: Teacher Questionnaire

## Appendix D: Teacher Questionnaire

1. How do you rate your students' writing abilities?
   Excellent(E) Good(G) Fair(F) Poor(P) Unacceptable(U)

2. Rate each of the following writing skills as they relate to your students.
   a. organization E G F P U
   b. grammar E G F P U
   c. development E G F P U

3. How often do your students include oultines?
   Always(A) Mostly(M) Sometimes(S) Rarely(R) Never(N)

4. How often do students include clear, concise thesis statements?
   A M S R N

5. Indicate how often you grade the following in your students writing?
   a. organization A M S R N
   b. grammar A M S R N
   c. main idea A M S R N

6. What is your biggest concern regarding your students' writing?

### Results

| Question | Excellent | Good | Fair | Poor | Unacceptable |
|---|---|---|---|---|---|
| 1 | 0 | 0 | 4 | 11 | 1 |
| 2a | 0 | 0 | 6 | 8 | 2 |
| 2b | 0 | 1 | 4 | 8 | 3 |
| 2c | 0 | 0 | 3 | 10 | 3 |

| | Always | Mostly | Sometimes | Rarely | Never |
|---|---|---|---|---|---|
| 3 | 1 | 0 | 3 | 0 | 12 |
| 4 | 1 | 0 | 2 | 0 | 13 |
| 5a | 4 | 0 | 2 | 0 | 10 |
| 5b | 4 | 0 | 0 | 0 | 12 |
| 5c | 16 | 0 | 0 | 0 | 0 |

Appendix E: Target Group Questionnaire

## Appendix E: Target Group Questionnaire
### Pretest

1. How would you assess your writing ability?
   Excellent(E) Good(G) Fair(F) Poor(P) Unacceptable (U)

2. What is your reaction when the teacher assisgns a writing project?
   Positive(P) No Reaction(NR) Negative(N)

3. Do you know what a thesis statement is? Yes No

4. Do you include a thesis statement in writing assignments?
   Always Sometimes Never

5. Do you know how to create a formal outline? Yes No

6. Do you include a formal outline in your writing assignments?
   Always Sometimes Never

7. What is your bigest problem with writing?

### Results

| Question | Excellent | Good | Fair | Poor | Unacceptable |
|---|---|---|---|---|---|
| 1 | 0 | 0 | 3 | 12 | 0 |

| | Positive | No Reaction | Negative |
|---|---|---|---|
| 2 | 0 | 0 | 15 |

| | Yes | Sometimes | No |
|---|---|---|---|
| 3 | 7 | N/A | 8 |
| 4 | 0 | 5 | 10 |
| 5 | 9 | N/A | 6 |
| 6 | 5 | | 10 |

Appendix F: Formal Outline

Apendix F: Formal Outline

Title

Thesis statement:

Introduction:

I. Main Heading (primary point)

A. Subheading (secondary point)

B. Subheading

1. Supporting point (tertiary point)

2. Supporting point

II. MainHeading

A. Subheading

B. Subheading

1. Supporting point

2. Supporting point

III. MainHeading

A. Subheading

B. Subheading

1. Supporting point

2. Supporting point

Conclusion:

Appendix G: Post Program Questionnaire

Appendix G: Post Program Questionnaire

1. How would you assess your writing ability?
   Excellent(E) Good(G) Fair(F) Poor(P) Unacceptable (U)

2. What is your reaction when the teacher assisgns a writing project?
   Positive(P) No Reaction(NR) Negative(N)

3. Do you know what a thesis statement is? Yes No

4. Do you include a thesis statement in writing assignments?
   Always Sometimes Never

5. Do you know how to create a formal outline? Yes No

6. Do you include a formal outline in your writing assignments?
   Always Sometimes Never

7. What is your biggest problem with writing?

8. Name and describe three different organizational strategies one can use to clearly and effectivley organize a short composition.

9. How do you feel about the writing process and your ability to write effectively?

Appendix H: The Organization Agreement

Appendix H: The Organization Agreement

Name:
Date:
Assignment:

Goal Statement

My purpose in (*Title of Paper*) is to (*Type of paper [ as a verb]**) the reader. Through the use of (*Organizational Strategy***), I will clearly and effectively communicate my ideas to the reader.

Performance Objectives

By (*Due Date*), I will submit a type-written, double-spaced paper which will include the aforementioned title, purpose, and organizational strategy as well as the following:

1. a formal sentence outline;
2. a clear, concise thesis statement;
3. (*Optional****) (ex.) at least one transitional word or phrase per sentence;
4. (*Optional*) (ex.) at least ten new vocabulary words; and
5. (*Optional*) (ex.) at least five correctly used semicolons.

Student's Signature

Teacher's Signature

* The type of paper is chosen from a list which will include the following: to persuade, to inform, to soothe, to upset, to confirm, to record, to explain, to entertain, or other.

** The type of organization strategy may include the following: compare, contrast, compare and contrast, problem solution, persuasive, chronological, geographical, spatial, most important to least important, general to specific, and others.

*** The optional objectives are personal areas of improvement the student may need to work on, whether because of a deficiency or a desire for practice in that area. Such optional objectives may be based on transition, vocabulary, spelling, specific types of punctuation, paragrph length, supporting details, or other.

Appendix I: Teacher-Made Checklist for Outlining

Appendix I: Teacher-Made Checklist for Outlining

Week

| Student | 4 | | 7 | | 9 | | 11 | |
|---|---|---|---|---|---|---|---|---|
| | sent. outline | thesis | sent. outline | thesis | sent. outline | thesis | sent. outline | thesis |
| A | | | | | | | | |
| B | | | | | | | | |
| C | | | | | | | | |
| D | | | | | | | | |
| E | | | | | | | | |
| F | | | | | | | | |
| G | | | | | | | | |
| H | | | | | | | | |
| I | | | | | | | | |
| J | | | | | | | | |
| K | | | | | | | | |
| L | | | | | | | | |
| M | | | | | | | | |
| N | | | | | | | | |
| O | | | | | | | | |

Legend: Y = satisfactorily included
N = unsatisfactory or not included

Appendix J: Pretest and Post Test Comparison

Appendix J: Pretest and Post Test Comparison

| Student | Pretest Scores | Post Test Scores |
|---|---|---|
| A | 2 | 4 |
| B | 2 | 4 |
| C | 1 | 3 |
| D | 0 | 3 |
| E | 1 | 3 |
| F | 2 | 4 |
| G | 1 | 3 |
| H | 1 | 3 |
| I | 0 | 2 |
| J | 2 | 4 |
| K | 2 | 4 |
| L | 1 | 3 |
| M | 1 | 3 |
| N | 2 | 4 |
| O | 1 | 2 |

Appendix K: Teacher-Made Checklist for Outlining

Appendix K: Teacher-Made Checklist for Outlining

Week

| | 4 | | 7 | | 9 | | 11 | |
|---|---|---|---|---|---|---|---|---|
| Student | sent. outline | thesis | sent. outline | thesis | sent. outline | thesis | sent. outline | thesis |
| A | Y | Y | Y | Y | Y | Y | Y | Y |
| B | Y | Y | Y | Y | Y | Y | Y | Y |
| C | Y | N | Y | Y | Y | Y | Y | Y |
| D | Y | Y | Y | Y | Y | Y | Y | Y |
| E | Y | N | Y | N | Y | Y | Y | Y |
| F | N | N | Y | Y | Y | Y | Y | Y |
| G | N | N | Y | Y | Y | Y | Y | Y |
| H | N | N | Y | Y | Y | Y | Y | Y |
| I | Y | Y | Y | Y | Y | Y | Y | Y |
| J | N | N | Y | N | Y | Y | Y | Y |
| K | Y | Y | Y | Y | Y | Y | Y | Y |
| L | N | N | Y | Y | Y | Y | Y | Y |
| M | Y | N | Y | Y | Y | Y | Y | Y |
| N | Y | N | Y | Y | Y | Y | Y | Y |
| O | N | N | Y | N | Y | Y | Y | Y |

Legend: Y = satisfactorily included
N = unsatisfactory or not included

Appendix L: Post Program Questionnaire and Results

Appendix L: Post Program Questionnaire and Results

1. How would you assess your writing ability?
   Excellent(E) Good(G) Fair(F) Poor(P) Unacceptable (U)

2. What is your reaction when the teacher assisgns a writing project?
   Positive(P) No Reaction(NR) Negative(N)

3. Do you know what a thesis statement is? Yes No

4. Do you include a thesis statement in writing assignments?
   Always Sometimes Never

5. Do you know how to create a formal outline? Yes No

6. Do you include a formal outline in your writing assignments?
   Always Sometimes Never

7. What is your biggest problem with writing?

8. Name and describe three different organizational strategies one can use to clearly and effectivley organize a short composition.

9. How do you feel about the writing process and your ability to write effectively?

Results -- *{(X) *indicates pretest results*}

| Question | Excellent | Good | Fair | Poor | Unacceptable |
|---|---|---|---|---|---|
| 1 | 2 (0) | 10 (0) | 3 (3) | 0 (12) | 0 (0) |
| | Positive | No Reaction | | Negative | |
| 2 | 12 (0) | 2 (0) | | 1 (15) | |
| | Yes | No | | | |
| 3 | 15 (7) | 0 (8) | | | |
| | Always | Sometimes | | Never | |
| 4 | 15 (0) | 0 (5) | | 0 (10) | |
| | Yes | No | | | |
| 5 | 15 (9) | 0 (6) | | | |
| | Always | Sometimes | | Never | |
| 6 | 15 (5) | 0 (0) | | 0 (0) | |

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